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ABSTRACT

This occupational skills instructional module on understanding self is one of twelve making up a curriculum guide on the human aspects of working in organizations. Modules are designed for utilization at various educational levels ranging from high school to adult and continuing education either in academic or vocational programs. This module is organized into eight sessions: (1) and (2) self concept, (3) how we see others, (4) and (5) how we think and feel, (6) values, (7) personal interests, and (8) self evaluation. Each session is arranged according to the following components: topic; objective; skills emphasized (a listing of specific skills, e.g., getting along with others, knowing your strengths and weaknesses); notes on the importance of the session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

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ED162136

Methods And Materials For Teaching

Occupational Survival Skills

Understanding Self

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CE 018 559

UNDERSTANDING SELF

Methods and Materials for Teaching Occupational Survival Skills

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1978

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Robert E. Nelson
Project Director

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The twelve Occupational Survival Skills Modules are not numbered. Instructors are encouraged to use Modules in any order that best fits their needs.

Understanding Self

Module Outline:

Students will gain an awareness of how their understanding of themselves can affect their success in work situations.

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Understanding Self: Overview

People are constantly learning about themselves. Self understanding is a life long process because people are constantly changing. One way people can learn about themselves is to find out how others see them. By comparing the way they see themselves to the way others see them, people can develop awareness of their own strengths and weaknesses. Workers need to be aware of how others see them in order to form good relationships with their employers, supervisors, and coworkers.

How a person sees others can be another clue to self understanding. People's

moods,
experiences,
prejudices, and
thinking habits

all affect the way they see others. In addition, other people sometimes serve as mirrors to our own feelings and behavior. Behavior which particularly annoys us in others may reflect behavior we do not want to recognize in ourselves. In work situations people form their attitudes toward their jobs partly on the basis of how they see others.

Some people believe they have no control over their feelings. However, most people can learn to control their feelings by using a fairly simple principle: WE FEEL AS A RESULT OF THE WAY WE THINK. By changing habits of thinking, workers can learn to deal with difficult situations calmly and confidently.

Another important way people can learn about themselves is by examining their values. People's values affect their working lives in several ways. When choosing occupations, people must decide what is important to them. For example:

Is a high salary important?
Is interesting work important?
Is opportunity for advancement important?
Is security important?

A combination of these and other factors may be valued by workers. The satisfaction workers derive from their occupations depends partly on their

values. In addition, some situations may arise in which workers must deal with conflicts of values with their coworkers or employers.

People's interests can help them decide on suitable occupations. Sometimes workers find themselves in work which does not interest them. As a result, they may feel dissatisfied and perform their work poorly. One way of examining interests is to determine the extent to which data, people, and things are involved. Some people enjoy working with different kinds of information or data, such as numbers, ideas, and words. Others like working with people in some way, such as selling, teaching, serving, or supervising. Workers who enjoy driving vehicles, using tools or machines, or making products are examples of people who enjoy working with things. Many occupations involve working with a combination of people, data and/or things. For example, a travel agent helps people make their traveling plans by using information (data) contained in schedules and other sources.

Most people can benefit by looking at themselves honestly and discovering areas in which they want to improve themselves. The activities in this module provide opportunities for people to examine themselves in relation to work situations.

SESSION ONE

TOPIC: Self-Concept

OBJECTIVE: After comparing their own self concepts to impressions they make on others, students will develop an understanding of how their own self concepts and the impressions they make on others can affect their success in work situations.

SURVIVAL SKILLS EMPHASIZED:

Getting along with others
Knowing your strengths and weaknesses
Basic speaking skills
Basic writing skills

IMPORTANCE: How people see themselves affects their success at work. There may be a difference, however, between the way people view themselves and how other people view them. In work situations, how we are viewed by others is important. The aim of this session is to alert students to some of the differences between the way they view themselves and the way others view them. A good example of this is the person who thinks of him/herself as shy, but is viewed by other people as cool and unfriendly.

MATERIALS AND EQUIPMENT: Student Worksheet #1 - Getting to Know Me.

ACTIVITY: Getting to Know Me

1. Distribute Student Worksheet #1 - Getting to Know Me.
2. Have students each list ten questions a person could ask them to get to know them better. Some examples might be:
   - If you could have one wish, what would it be?
   - What kind of future are you planning for yourself?

- What makes you happy?

- What makes you angry?

3. Have students choose a partner. One way of pairing students for the activity is to have students choose the person they feel they know the least.

4. Have the students exchange the lists they have written on Student Worksheet #1 with their partners. Have students ask each other the questions they have written. The partner is to write down the responses to the questions.

5. After each pair of students has had an opportunity to write responses to the ten questions, have them join another set of partners so that there will be four students per group.

6. Have each student in the groups of four describe his or her partner to the other group members. Encourage students to describe their partners in their own words rather than simply reading from the worksheet.

7. Group members should be given an opportunity to correct or change the impression of themselves described by their partners.

FOLLOW-UP: Summarize the session by asking the following questions:

- How well did the questions your partner wrote help you to know your partner?

- What did you learn about yourself during this activity? About how others see you?

- After spending several minutes with another class member, how well do you feel you know the person?

- When you were writing questions, did you avoid or hide an important aspect of your life? Why?

- Did you have difficulty revealing your own opinion of yourself during this activity? Why or why not?

- How can the opinions of others help you understand yourself better?

- What impression do you think you make on others? How is this important in work situations?

NOTE: In preparation for SESSION TWO, the instructor may wish to assign Student Worksheet #2 - Self Rating as an out of class project. Have students use the rating scale, rate themselves, and ask a friend and a person in authority (such as a teacher, employer, or parent) to rate them on each behavior listed. Have them bring the completed worksheet to class for SESSION TWO. Suggest that they fold back each column after completing it to avoid influencing the ratings of the friend and person in authority.

Student Worksheet #1 Getting to Know Me

Make a list of ten questions which your partner should ask you to get a good idea of who you really are. In other words, what does your partner need to ask you to understand your feelings, beliefs, personality, likes and dislikes?

1.

2.

3.

4.

5.

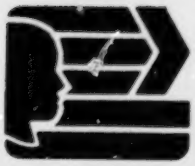
6.

7.

8.

9.

10.



SESSION TWO

TOPIC: Self Concept (continued)

OBJECTIVE: By rating themselves on a variety of behaviors, students will identify how they see themselves, how their friends see them, and how authority figures see them.

SURVIVAL SKILLS EMPHASIZED:

- Knowing your strengths and weaknesses
- Dependability
- Giving an honest day's work
- Loyalty to your organization
- Working as a team member

IMPORTANCE: Habits and behaviors which students have developed at home and school are often carried over into work situations. By comparing their typical behavior to behaviors needed for job success, students can become aware of some of their strengths and weaknesses. In addition, students need to compare the way they see themselves with the way others see them. Awareness of how others see them can help students decide on changes and improvements they can make in order to improve their chances of success in an occupation.

MATERIALS AND EQUIPMENT: Student Worksheet #2 - Self Rating

ACTIVITY: Self Rating

1. Ask students to examine the responses on Student Worksheet #2 - Self Rating. Have them compare the following:

   - their friends' ratings to their own ratings
   - the authority figures' ratings to their own ratings
   - their friends' ratings to the authority figures' ratings

2. Use the following questions to discuss the comparison of the ratings of the three persons:

   - Who rated you most favorably? Why?
   - Why are some of the ratings different?
   - Which of the ratings are the same or nearly the same? Why?
   - What can you learn about yourself by finding out how others see you?
   - Do you wish some of the ratings were different? How can you change the way others see you?

ACTIVITY: Behaviors Needed for Occupational Success

1. Explain to students that jobs are not tailor made to fit the personalities of applicants; rather, people often must adapt to fit the requirements of the job. Now students will examine what behaviors are essential for individual occupations.

2. Divide the class into groups of about four or five. Ask each group to choose an occupation and then list seven kinds of behaviors that would be essential for success in this occupation. Students may use the behaviors listed on Student Worksheet #2, but they should not limit their choices to these behaviors.

3. Ask students to also list at least seven kinds of behavior that might <u>interfere</u> with success in the group's chosen occupation.

4. After ten minutes, have a member of each group write the occupation and behaviors, which the group listed, on the chalkboard. The following questions may be used for discussion:

   - Which behaviors were listed as being essential by more than one group?
   - How would the behaviors listed help a worker to be successful in the chosen occupation? Give examples.
   - How could the behaviors on the second list interfere with success in the occupation?
   - Can a behavior that is essential for success in one occupation have bad effects in another? How?

- What other factors besides the occupation itself could determine the behaviors necessary in a work situation? (For example, company rules, the personalities of supervisors and coworkers, etc.)

5. Ask students to think of occupations which interest them. Referring to Student Worksheet #2, ask them to circle four of the words that best describe the behaviors they believe would be most important to success in the particular occupation they have chosen.

6. Ask students to use the backs of the worksheets to write one reason why each of the behaviors they circled would be important to success in the occupations they have selected.

FOLLOW-UP:

1. Have students share their reasons why each behavior is important.

2. Have students examine their self ratings on the behaviors they circled, and discuss the following questions:

   - On the basis of your self-rating, do you think you would be successful in the occupation you have chosen?
   - What changes would you need to make to improve your chances of success?
   - In view of your self-rating, is the job you chose a realistic one for you?
   - How can you start making changes that would improve your chances of success?
   - What behaviors would be especially important in dealing with persons in authority in your chosen job? Coworkers?

Student Worksheet #2 Self Rating

Here is a list of words which describe different behaviors. In the column labeled SELF, rate yourself on each behavior, using the following scale:

5 = always 4 = usually 3 = sometimes 2 = seldom 1 = never

After you have rated yourself on all behaviors, fold back the column labeled SELF. Then ask a friend to rate you on all behaviors in the column labeled FRIEND.

After a friend has rated you on all behaviors, ask a person who is in an AUTHORITY position to rate you. Examples of persons in authority are teachers, employers, supervisors, and parents.

BEHAVIOR DESCRIPTION	AUTHORITY	FRIEND	SELF
Ambitious			
Cheerful			
Confident			
Cooperative			
Dependable			
Enthusiastic			
Good leader			
Hard working			
Helpful			
Neat			
Outgoing			
Optimistic			
Patient			
Persistent			
Respectful			
Self-centered			
Serious			
Shy			
Tactful			

SESSION THREE

TOPIC: How We See Others

OBJECTIVE: By examining how they see others, students will become aware of how their views of others are important in work situations.

SURVIVAL SKILLS EMPHASIZED:

Getting along with others
Working as a team member
Knowing your strengths and weaknesses

IMPORTANCE: Sometimes we assume that we see others as they really are. Actually, our moods, our prejudices, and our past experiences affect how we see others. As a result, we may interpret their actions toward us in different ways. Our view of other people affects the way we act toward them, and therefore, it affects how well we relate to others.

Other people can also serve as mirrors. We often see in others what we do not want to recognize or admit about ourselves. We can learn about ourselves by examining the qualities we dislike and admire in others.

MATERIALS AND EQUIPMENT:
Student Worksheet #3 - Perceptions
Transparency #1 - Perceptions
Student Worksheet #4 - Learning about Ourselves from Others
Overhead projector
Pen for writing on transparency

ACTIVITY: Perceptions

1. Begin by discussing the following statements regarding perception:

   - Perception means the way we see things, people, and situations
   - No two individuals see "eye to eye."

- People learn to see things the way they do.
- People tend to see what they want to see.
- People acquire habits of seeing things as they have seen them in the past.
- Feelings affect people's perceptions.
- Past experiences affect the way a person perceives a situation.
- New perceptions can be learned through new experiences.

2. Distribute Student Worksheet #3 - Perceptions. Divide the class into groups of about four students. Have them discuss the questions on Student Worksheet #3. Ask one student in each group to act as a recorder to take notes on the group's discussion.

FOLLOW-UP: Have each group recorder report on his or her group's discussion. Write the group's responses on Transparency #1.

ACTIVITY: Learning about Ourselves from Others

1. Explain that others sometimes serve as mirrors. Sometimes we are not willing to accept some of our own feelings and/or behavior. Instead, we see others as having these feelings or behaviors and directing them toward us.

   Examples: A man who says "nobody listens to me" when actually it is he who doesn't listen to others.

   A woman who sees her boss as being cold and distant when actually it is she who is cold and distant.

   A man who admires another's warm, friendly attitude when he actually has the capacity to be warm and friendly.

2. Distribute Student Worksheet #4 - Learning about Ourselves from Others.

3. Have students read the worksheet and think carefully about the questions. Have them write key words or phrases to respond to questions on the worksheet.

FOLLOW-UP: Have students discuss their responses to the worksheet. The following questions may aid discussion:

- What did you learn about yourself in this activity?
- How can you use others as mirrors in work situations? (Example: when I feel angry or irritated with someone's behavior, I can ask myself if I do similar things.)

Student Worksheet #3 Perceptions
Transparency #1

1. What affects the way you see people? (Example: when you are meeting people for the first time, what do you look for to decide whether you like them, could trust them, etc.)

2. Do you think your perceptions can be wrong? Give a reason for your answer.

3. What are some things besides the actual person that affect your perceptions of a person? (Example: In a work situation you might see your supervisor differently than you would see the same person in a social situation.)

4. How can stereotypes affect your perceptions? (Example: Athletes are not smart; the job of air-steward is glamorous; nurses are women, doctors are men.)

5. How do you think your perceptions of others can affect your success or failure in a work situation?

Student Worksheet #4
Learning about Ourselves from Others

Others often serve as mirrors. We can learn about ourselves by examining our feelings towards others. Use this worksheet to guide your thinking. Write down a few words or phrases to respond to the following questions.

A. Imagine someone whom you particularly dislike.

What are the things you don't like about this person?

Do you know others who are this way? Do you also dislike them?

Now imagine yourself as having these same traits. See yourself in action, doing the very things that upset you in others.

Now raise the question: Could it possibly be true that I am the one who does these things?

B. Now imagine someone you particularly admire.

What are the things you like about this person?

Do you know others who are this way? Do you also admire these people?

Now, imagine yourself talking, walking, performing, doing, and being what you admire in them. See yourself as being like them.

Now raise the question: Could it possibly be true that I can actually do these things myself?

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SESSION FOUR

TOPIC: How We Think and Feel

OBJECTIVE: By identifying how their own ways of thinking affect their feelings, students will become aware of how their thoughts and feelings can affect them in work situations.

SURVIVAL SKILLS EMPHASIZED:

Adjusting to work situations
Knowing your strengths and weaknesses
Getting along with others

IMPORTANCE: We live in a world that is at times confusing, unreasonable and unfair. The work situation is no exception. Although this is a difficult problem, workers can learn to handle this problem by using a fairly simple principle: We feel as a result of the way we think. Using this principle, students can examine their thoughts, feelings, and behavior, so they can learn to deal with difficult situations both in work situations and in their personal lives.

MATERIALS AND EQUIPMENT:

Student Worksheet #5 - Changing our Habits of Thinking
Transparency #2A - Need for Approval
Transparency #2B - Failure
Transparency #2C - Unfairness
Transparency #2D - Frustration
Transparency #2E - Control over Feelings
Transparency #2F - Problems

ACTIVITY: Changing Our Habits of Thinking

1. Begin the session by discussing the following ideas:

   - People can control their feelings
   - People feel as a result of the way they think. (Example: A worker does not receive a promotion which she deserved. That person might think,

"How awful that I did not get the promotion. This is the worst thing that could happen to me." She will probably feel angry and depressed about the situation. On the other hand, the same person might think "It is a disappointment that I did not get the promotion, but there will be other opportunities for me in the future." She will probably feel disappointed for a short period of time.)

- People sometimes get into habits of thinking in ways that upset them. This includes thinking that situations are awful, terrible, or horrible.

- People can stop upsetting themselves by changing their habits of thinking. This means substituting words like disappointing and inconvenient for words like awful, terrible, or horrible.

2. Distribute Student Worksheet #5 - Changing Our Habits of Thinking. Using Transparencies #2A - #2F, discuss each of the ideas expressed in the following format: Project the transparencies, covering the New Way of Thinking with a sheet of paper. Use some of the following questions for discussion:

   - How does the cartoon illustrate how this way of thinking would cause a person to become upset?

   - How would you expect someone to act as a result of thinking this way?

   - Can you think of situations where you have seen people who seemed to be thinking this way?

   - How could a person who was thinking this way cause problems in a work situation?

   - How could you change this habit of thinking into a new way of thinking?

3. Ask students to write a new way of thinking in their own words on their worksheets below the habit of thinking being discussed. Uncover the New Way of Thinking on the transparency and compare the students' statements to the statement on the transparency.

FOLLOW-UP: 1. Ask students to circle the Habits of Thinking on Worksheet #5 they think cause them the most difficulty. Then have students identify a situation in which they believe they became upset or acted unreasonably.

- Which of the habits of thinking apply to the situation?

- What new way of thinking could they have substituted for the habit of thinking which caused them to become upset?

2. Students should not be required to share their responses with the class, but the instructor should ask for comments and questions.

3. Student Worksheet #5 - Changing Our Habits of Thinking will be needed in the next session. The instructor may wish to collect the worksheets for redistribution at the next session.

Student Worksheet #5
Changing Our Habits of Thinking

A. I need and must have approval and love from all the people I consider important.

B. I must not fail at anything. If I do, it proves that I am stupid, lazy, bad, or all three.

C. When people act unfairly, it means that they are mean, rotten people. They should not act that way! (This includes myself, and when I act that way, it means I am a bad person and I should feel guilty.)

D. When I am frustrated, treated unfairly, or rejected, it is terrible and I just can't stand it.

E. I can't change my feelings. Other people and things cause my feelings, including things that happened during my childhood. Therefore, I have no control over my feelings.

F. Avoiding problems is easier than solving them. The way to be happy is to enjoy myself and avoid thinking about my problems.

Transparency #2A Need for Approval

A Habit of Thinking:

I need and must have approval and love from all the people I consider important.

A New Way of Thinking:

I want approval and love from people I consider important, but I can be fairly happy without it.

Transparency #2B Failure

A Habit of Thinking:

I must not fail at anything. If I do, it proves that I am stupid, lazy, bad, or all three.

A New Way of Thinking:

I don't like failing, but if I fail, it doesn't make me a bad person. I do not need to be perfect; I can be satisfied with doing the best I can.

Transparency #2C Unfairness

A Habit of Thinking:

When people act unfairly, it means that they are mean, rotten people. They should not act that way!
(This includes myself. When I act unfairly, it means that I am a bad person, and I should feel guilty.)

A New Way of Thinking:

Sometimes I do not like how other people act but I cannot expect them to be perfect. Blaming other people or blaming myself does no good at all.

Transparency #2D Frustration

A Habit of Thinking:

When I am frustrated, treated unfairly, or rejected, it is terrible, and I just can't stand it.

A New Way of Thinking:

I should not expect to get exactly what I want all the time. If I do not like a situation, I can try to change it. But even if I can't change it, I can still be happy.

Transparency #2E Control over Feelings

A Habit of Thinking:

I can't change my feelings. Other people and things cause my feelings, including things that happened during my childhood. Therefore I have no control over my feelings.

A New Way of Thinking:

My feelings result from the way I think. If I think something is awful I will probably feel very upset. But I don't have to think this way. I can control my feelings by thinking realistically.

Transparency #2F Problems

Unreasonable Belief:

Avoiding problems is easier than solving them. The way to be happy is to just enjoy myself and avoid thinking about my problems.

Reasonable Statement:

Avoiding problems, in the long run, often makes them worse. Also, by avoiding a problem, I often can make it seem bigger than it actually is.

SESSION FIVE

TOPIC: How We Think and Feel (continued)

OBJECTIVE: After discussing case situations students will understand how unreasonable beliefs can affect people in work situations.

SURVIVAL SKILLS EMPHASIZED:

- Getting along with others
- Working as a team member
- Knowing your strengths and weaknesses
- Working under pressure

IMPORTANCE: Students should now be familiar with some common habits of thinking and how these habits of thinking can cause people to become upset. They need to be able to apply what they have learned to work situations.

MATERIALS AND EQUIPMENT: Five copies each of Student Worksheets #6 through #13 - Case Studies

Student Worksheet #5 - Changing Our Habits of Thinking (from SESSION FOUR)

ACTIVITY: Case Studies: How Feelings Affect Workers

1. Explain to the class that in this session they will apply the principles that they learned in the last session. Distribute Student Worksheet #5 - Changing Our Habits of Thinking, from SESSION FOUR. Ask for questions and comments before starting the activity.

2. Divide the class into small groups of about four or five students each. Assign each group one case study and distribute the appropriate worksheets to each group.

3. Have students discuss the case studies using the questions provided to guide the group discussion. Have students choose a group recorder to write down the main points of the group discussion.

FOLLOW-UP: Have each group recorder read the case to the class and discuss the group's responses to the questions. Have the class members suggest which habits of thinking might be causing the problems in each case (more than one may be in operation at one time.)

Student Worksheet #6 Case Study

When Kevin was six years old, he was involved in a serious automobile accident. As a result of this accident, Kevin has never learned to drive a car even though he is capable. Though it is an inconvenience, he manages transportation by riding with friends, taking the bus, and taking taxis when necessary. He has recently been hired as an administrative assistant, which he finds quite interesting. Unfortunately, at the time he was hired the personnel manager did not ask if he could drive a car, only whether he had transportation. The administrative assistant's job often calls for running errands, and this has started to cause problems. Sometimes the errand can be done by someone else, but it is not always convenient or practical. Kevin's boss has been urging him to get a driver's license, but every time Kevin thinks of driving, he remembers the accident and feels frightened. His boss doesn't understand the reason for his hesitation and is becoming impatient with him. Kevin's not having a driver's license is causing considerable inconvenience.

Questions for Thought and Discussion

1. How is Kevin allowing his past experience to influence his feelings and behavior?

2. Do you think Kevin is being realistic about the situation?

3. In what ways do you allow your past experiences to influence your feelings and behavior?

4. How could this interfere with your effectiveness in a work situation?

5. How can you overcome the effects of past experiences?

Student Worksheet #7 Case Study

Beth works in the women's sportswear department of a fashionable department store. She enjoys selling and goes about her job with energy and enthusiasm. Recently, however, Beth's supervisor, Mrs. Walsh, has been noticing some disturbing changes in Beth. Her appearance, which is usually excellent, is just barely acceptable. She is often late to work and has called in sick several times. She seems to have little energy and has become irritable with customers and other employees. Mrs. Walsh called her in for a conference to get to the bottom of the matter. Tearfully Beth poured out the whole story: her fiance, Tim, recently broke their engagement. Although she is sympathetic with Beth's problem, Mrs. Walsh has her own problems. Beth's appearance is not in keeping with the fashionable image of the store, and her record of tardiness and absences cannot be tolerated. As Beth sees it, she can't help her feelings, and the pressure her supervisor is putting on her to improve her work is just making her feel worse.

Questions for Thought and Discussion

1. Does Beth have any control over her feelings, or is she just a victim of outside events?

2. What do you think Beth might be thinking which makes her miserable?

3. How can Beth start feeling better?

4. Do people have any control over their feelings, or are they just victims of outside pressures?

5. Can you think of a situation where you felt you were a victim and had no control over your feelings? What habit of thinking caused you to be upset?

6. How could you have changed your feelings?

Student Worksheet #8 Case Study

When Jerry, the company president's nephew, was hired to work in Bill's department, Bill did his best to be friendly and helpful. Jerry was much slower than Bill in learning and doing jobs in the department. Bill didn't mind taking up the slack in the workload because he enjoyed the work and he genuinely liked Jerry. Besides, Bill knew that someone in the department would be up for a promotion soon because one of the women in his department was retiring. The company had a policy of promoting persons within the company rather than hiring from the outside. Bill thought he had a pretty good chance at the promotion since his work was excellent. Bill was shocked when Jerry was given the promotion. Bill went to talk to his supervisor about it. His supervisor agreed that the promotion of Jerry had been clearly unfair to Bill. It couldn't be helped though, because Jerry was the president's nephew, and that was that. Bill became more angry and disgusted day by day. He even considered resigning, although his supervisor assured him that he would likely be promoted within the next six months.

Questions for Thought and Discussion

1. Do you think that Bill would be justified in resigning as a result of his unfair treatment?

2. How could Bill hurt his chances for promotion by acting angry and disgusted?

3. What do you think Bill is thinking that makes him angry and disgusted?

4. How do you react when you are treated unfairly?

5. How can you get over your feelings about being treated unfairly, frustrated, or rejected?

Student Worksheet #9 Case Study

Several months ago, Cynthia was promoted to assistant manager at the restaurant where she started working as a dishwasher during high school. Cynthia seemed to have a natural feel for restaurant work. She had quickly been promoted to waitress and then to hostess. She caught on quickly to the assistant manager's job, and her boss was very favorably impressed. Cynthia seems to have a good, secure future in the restaurant business. Her boss has even suggested that she attend a week's training workshop in food service management, all expenses paid. Although Cynthia is pleased about the offer, she is also very frightened. She was never a particularly good student in school. She knows that the training workshop will be very much like school. She is afraid that she will do poorly at the workshop and ruin her future in the restaurant business. She has even been thinking lately about ways to avoid attending the workshop--saying her grandmother died or pretending she is ill.

Questions for Thought and Discussion

1. What is Cynthia's basic problem in this situation?

2. What do you think she should do?

3. Is Cynthia being realistic? Will she really ruin her future if she does poorly at the workshop?

4. What could Cynthia be thinking instead of how awful it would be if she does poorly?

5. Can you think of a situation in which you were afraid of failure? How did you handle it? Could you have handled it better?

Student Worksheet #10 Case Study

Bruce was employed a month ago at a department store as a display designer. He enjoyed his job and had quite a flair for displaying merchandise imaginatively and attractively. The employees of the store and Bruce's boss were quite impressed with his skill. For the first two weeks of his employment, they complimented Bruce for his creative ability. After the newness wore off, Bruce received fewer compliments, even though he tried harder and harder to use new and exciting ideas and his displays continued to be excellent. Lately, he has started asking various people employed by the store what they think of a new display. He can't help noticing that some of the workers have started avoiding him. Bruce doesn't know what to do. He feels he is a failure in his job and is beginning to wonder what is wrong with him that caused people to avoid him.

Questions for Thought and Discussion

1. What do you think is causing Bruce's problem? What is his problem?

2. Do you think Bruce is being realistic in what he is expecting of others? Explain your answer.

3. Why do you think Bruce is upset?

4. Do you know anyone who has a problem similar to Bruce's? How can the problem be solved? Who must solve the problem?

5. How much approval do you feel you need?

6. In what work situations is getting approval important? In what situations can it cause problems?

Student Worksheet #11 Case Study

June is a file clerk in an office. She is well-liked by her coworkers, and she is organized and efficient. Overall, she is fairly happy in her job. Recently, however, the company she works for has hired Jack. Jack apparently has a very traditional opinion of women and doesn't hesitate to let everybody in the office know it. June tried to ignore his sexist comments at first, but lately she is to the point where she becomes enraged at the smallest remark. She even begins to feel angry at the very sight of Jack. Everybody in the office knows that June considers Jack a "sexist pig." Jack is beginning to go out of his way to irritate June. The office, once a pleasant place to work, has taken on a tense atmosphere as a result of this feud.

Questions for Thought and Discussion

1. What do you think June would say is the problem?
2. What do you think Jack would say is the problem?
3. Do you think that June has to be upset by Jack's behavior?
4. Does June gain anything by getting angry?
5. Think of a situation where you have blamed someone for their behavior. What were you thinking about the situation?
6. How could you have stopped blaming the other person?
7. How does it feel to blame others? How does it feel to be blamed?

Student Worksheet #12 Case Study

Sales were down at Acme Lighting Fixtures, Inc. The sales managers were at the end of their wits for new ideas. Jan had an idea to increase sales. When she presented the idea to her supervisor, it was received very enthusiastically. Jan worked out the details to put her idea into action. Jan's idea became a company-wide project, with all sales staff working very hard to make it a success. The idea worked, and orders increased dramatically. Unfortunately, at the same time, the workers at Industrial Electrical Supply, which provided switches for Acme Lighting Fixtures, went on strike. Acme now could not fill all their new orders. Their customers became angry because their fixtures were not delivered when they had been promised. The final result was that sales eventually dropped to an even lower level than before Jan's idea was put into action. Although her coworkers did not seem to blame her for it, Jan was very upset at the "failure" of her idea. She became quiet and withdrawn, and nobody was quite sure what was wrong.

Questions for Thought and Discussion

1. What do you think Jan is thinking?

2. Do you think it is realistic for Jan to blame herself for the "failure" of her idea?

3. How could Jan get over the problem?

4. What can people do when things don't turn out the way they want them to?

5. Have you ever felt sorry for yourself because things did not turn out the way you wanted them to? How did you finally work it out?

Student Worksheet #13 Case Study

Eric has been working for the R & B Corporation since his graduation from high school. When he was hired, he seemed to have a high aptitude for the particular kind of work required by the job. He seemed to have a good future ahead of him with the R & B Corporation. However, an ongoing problem with Eric has been that when problems arise in a job that he is doing, he simply ignores them. This means that Eric's supervisor may come across a problem a month after Eric ignored it. By that time, the problem has become more serious and sometimes has reached crisis proportions. Eric's attitude is that he is not being paid to think. In fact, his job is rather routine. In other respects, Eric's work is excellent. He believes that the problems will take care of themselves. Of course, they eventually do, but at increased time and expense. Eric realizes that if he took responsibility for getting the problems corrected, he would probably be promoted to a more responsible position. A promotion would mean a more interesting job and better pay. Eric does not admit it to others, but he would rather stay in a routine job at a lower pay than be given the increased responsibility.

Questions for Thought and Discussion

1. How would you describe Eric's problem? Do you think he would see it as a problem?

2. Do you agree with Eric's approach to his job?

3. Why do you think Eric avoids problems?

4. What do you think will eventually happen if he continues to avoid problems?

5. Can you think of a situation where you wanted to avoid problems rather than facing up to them? Were you really able to avoid them?

SESSION SIX

TOPIC: Values

OBJECTIVE: By making value judgments, students will become aware of their personal values and behavior and examine their importance to work situations.

SURVIVAL SKILLS EMPHASIZED:

- Working without close supervision
- Knowing what is expected
- Working as a team member
- Using initiative and imagination

IMPORTANCE: People's value systems have many effects in work situations. Choices of occupations, satisfaction with work, and behavior at work are all affected by workers' values. In addition, work-related conflicts may result from clashes of values. In this session students will examine their values and discover the importance of values in choosing and pursuing an occupation.

MATERIALS AND EQUIPMENT:
Student Worksheet #14 - $10,000 for Values
Transparency #13 - Definitions of Value
Student Worksheet #15 - What Are Your Work Values?
Overhead projector

ACTIVITY: $10,000 for Values

1. Distribute Student Worksheet #14 - $10,000 for Values, and have students complete it.
2. Explain that there are no right or wrong answers and the way they choose to spend the money is strictly an individual decision.
3. Place each item up for "auction." Have students bid with each other for the items until their money is gone.

FOLLOW-UP: Questions for discussion:

- Do any students still have all their money?
- How did you decide what to spend your money on and how much to spend?
- How could the items you spent the most on affect your success in a job situation?
- What do you consider the most important item? Why?

ACTIVITY: Work Values

1. Using Transparency #13 - Definitions of Value, discuss with students the definition of values.
   - Which of these definitions comes closest to your ideas about values?
   - Are there any you disagree with?
   - Is there anything you would like to add?
   - In your own words, what is a value?
2. Distribute Student Worksheet #15 - What Are Your Work Values?
3. Have students respond to each item on the worksheet.

FOLLOW-UP:
1. Discuss each item on the worksheet. Ask volunteers to give reasons for their responses.
2. Use the following questions to discuss students' responses:
   - How might certain positions cause difficulty in work situations?
   - How can we deal with people whose values differ drastically from our own?
   - Can you think of a situation in which you might refuse to take a job or resign from a job because its requirements conflict with your values?

- How do you know when another person's values are similar to your own?

- What values are a distinct advantage in certain types of work?

Student Worksheet #14 $10,000 for Values

Suppose that the items below could actually be bought with money, and that you had $10,000 to spend. Decide how much of your money you would be willing to pay for each item listed below. Write the amount you would be willing to spend in the space to the left of the item.

After you have finished, these items will be "auctioned" in the class. Use your worksheet to help you decide how much to bid on each item.

_____A satisfying and successful career

_____Tickets to cultural or athletic events

_____Good family relations

_____A world with discrimination

_____International fame

_____Unlimited beauty

_____Strong religious faith

_____A lovely home in a beautiful setting

_____Self-knowledge

_____The ability or position to influence world affairs

_____A satisfying relationship with another person

_____The right to do as you wish

_____Self-confidence

_____The ability to stimulate and influence the minds of others

_____Enough money to be comfortable

_____A satisfying, happy marriage

_____A world in which humans and nature are in balance

_____The love and understanding of friends

Transparency #13 Definitions of Value

1. "A VALUE IS A STANDARD OR YARDSTICK TO MEASURE ACTIONS, ATTITUDES, COMPARISONS, AND JUSTIFICATIONS OF SELF TO OTHERS."

2. "A VALUE IS A STANDARD FOR DECIDING WHETHER SOMETHING IS GOOD OR BAD AND FOR JUDGING ONE'S OWN BEHAVIOR AND THE BEHAVIOR OF OTHER PERSONS."

3. "THOSE BELIEFS THAT SHOW HOW A PERSON HAS DECIDED TO USE LIFE ARE VALUES."

4. "VALUES ARE THOSE BELIEFS AND ATTITUDES ON WHICH WE BASE OUR OPINIONS, DECISIONS AND ACTIONS."

Reproduced with permission from "The World of Banking and Finance," Career World, Teachers Edition, Vol. 4, No. 6, Curriculum Innovations, Inc., Highwood, IL, 1977.

Student Worksheet #15
What Are Your Work Values?

Ideas about the characteristics of a desirable work place vary greatly. What are your work values? The following inventory consists of twenty items, each item describing the two extremes of a major work characteristic; for example, work with people vs. work alone. For each item, check the space which best describes your own work values. Be prepared to give a reason for your responses.

Very Important	Moderately Important	Not Important	Not Important	Moderately Important	Very Important	
Work for organization	___	___	___	___	___	___	Self-employment
Work alone	___	___	___	___	___	___	Work with other people
Structured environment: well defined duties and responsibilities	___	___	___	___	___	___	Unstructured work: room for creativity and initiative
Close supervision	___	___	___	___	___	___	No supervision
Low level responsibility no critical decisions	___	___	___	___	___	___	High level of responsibility: make key decisions
Short hours: maximum eight hours per day	___	___	___	___	___	___	Long hours and weekend work usual
Guaranteed regular hours	___	___	___	___	___	___	Possible overtime
Variety of duties every day	___	___	___	___	___	___	Similar duties every day

*Reproduced with permission from "What Are Work Values?" Career World, Teacher's Edition, Vol. 4 No. 6, Curriculum Innovations, Inc. Highwood, IL, 1976.

	Very Important	Moderately Important	Not Important	Not Important	Moderately Important	Very Important	
Challenges and risks in work	____	____	____	____	____	____	Work offers security
Fast pace, high pressure	____	____	____	____	____	____	Slow pace, low pressure
Visible end products: specific goals	____	____	____	____	____	____	Can't see results of work, long-range goals
Work indoors in pleasant environment	____	____	____	____	____	____	Work outdoors in all weather and conditions
Willing to move anywhere	____	____	____	____	____	____	Work in specific geographic area
Work for large business	____	____	____	____	____	____	Work for small business
High prestige and status	____	____	____	____	____	____	Low prestige and status
Many opportunities for advancement and career development	____	____	____	____	____	____	Few opportunities for advancement and career development
Live close to work	____	____	____	____	____	____	Live half hour or more from work
Close work with machines	____	____	____	____	____	____	Little work with machines
Early retirement	____	____	____	____	____	____	Work opportunities after 65
Frequent travel	____	____	____	____	____	____	Little or no travel

SESSION SEVEN

TOPIC: Personal Interests

OBJECTIVE: After participating in the activity, Probing for Interests, students will identify some of their personal interests and examine how their interests relate to occupational success.

SURVIVAL SKILLS EMPHASIZED:

- Knowing your strengths and weaknesses
- Adjusting to work situations
- Understanding written information

IMPORTANCE: Understanding personal interests may enable students to choose work which relates to their areas of interest. Sometimes people find themselves in occupations in which they have no personal interest. This can lead to dissatisfaction and poor job performance. Exploring their personal interests may enable students to choose work that "fits" their areas of interest.

MATERIALS AND EQUIPMENT:

Student Worksheet #16 - Probing for Interests
Transparency #4 - Data
Transparency #5 - People
Transparency #6 - Things
Student Worksheet #17 - Interest Areas
OPTIONAL--overhead projector, blank transparency, and pen for writing on transparency

OPTIONAL SESSION: Invite the school vocational counselor or a guest speaker from the local Employment Service to discuss jobs in relation to student interests. Have a copy of the Dictionary of Occupational Titles available in the classroom (several copies would be helpful).

OR

Administer the Kuder Preference Record-Vocational (available from Science Research Associates, Inc., 259 East Erie St., Chicago, IL 60611) or a similar scale to all students.

Invite the school vocational counselor to discuss the results with students. Student Worksheet #17 and #18 may be used in conjunction with such a session, or the instructor may wish to substitute the vocational counselor's visit for SESSION SEVEN.

ACTIVITY: Probing for Interests

1. Begin the session by asking students to define the word "interest" as they see it, without using any form of the word "interest" in their definitions. Write these definitions on the chalkboard or on a transparency.

2. Distribute Student Worksheet #16 - Probing for Interests

3. Divide the class into groups of three.

   - One student is assigned to interview another, while the third student (recorder) writes down the answers of the student being interviewed.

   - Using the questions on the worksheet as a guide, the interviewer is to discover as many interests of the student being interviewed as possible. The interviewer should try to get several answers to each question on the worksheet.

   - The recorder may also ask questions, but the most important function of the recorder is to write down the interests of the student being interviewed.

4. After this interview is completed, have group members shift responsibilities. Go through the process a total of three times so that each group member has had responsibility for being the interviewer, recorder, and interviewee. At the end of the activity, each group member is given the worksheet on which his or her interests have been recorded.

FOLLOW-UP: 1. Explain to students that any occupation will require a worker to relate to a) data, b) people, and/or c) things.

2. Project Transparency #4 - Data. Ask students to suggest occupations not listed on the transparency in which workers must relate to data. Then ask students to share their interests which are listed on Worksheet #16 and which involve data.

3. Project Transparency #5 - People. Ask students to suggest occupations not listed on the transparency in which workers must relate to people. Then ask students to share their interests which involve people.

4. Project Transparency #6 - Things. Ask students to think of occupations not listed on the transparency in which workers must relate to things. Then ask students to share their interests which involve things.

ACTIVITY: Relating Interests to Occupations

1. Distribute Student Worksheet #17 - Interest Areas.

2. Have students write each interest from Student Worksheet #16 under one or more of the areas of data, people, or things and explain briefly how the interest involves data, people, or things.

FOLLOW-UP: Discuss students' responses on Worksheet #17, using the following questions:

- Do your interests most often involve data, people, or things?
- How can this knowledge help you find an occupation which is consistent with your interests?
- What might be the consequences of working in an occupation which does not interest you?

Student Worksheet #16 Probing for Interests

What do you do for fun?

1.
2.
3.
4.

What have been your favorite or most interesting classes in school? (Do not consider the grades you received; consider only if the classes were interesting to you.)

1.
2.
3.
4.

What things have you always wanted to do, but never had a chance to try?

1.
2.
3.
4.

What areas or subjects (not necessarily school subjects) would you like to know about?

1.
2.
3.
4.

What things have you tried, but gave up on because you felt you could never be good at them?

1.
2.
3.
4.

Transparency #4 Data

Occupations Involving Data

Office Worker

Bookkeeper

Computer Operator

Accountant

Meter Reader

Stock Control Clerk

Researcher

Taxi Dispatcher

Librarian

Cashier

Transparency #5 People

Occupations Involving People

Social Worker

Waiter/Waitress

Salesperson

Teacher

Hospital Attendant

Receptionist

Beautician

Police Work

Entertainer

Recreation Leader

Transparency #6 Things

Occupations Involving Things

Mason

Truck Driver

Appliance Repair Person

Tool and Die Maker

Baker

Welder

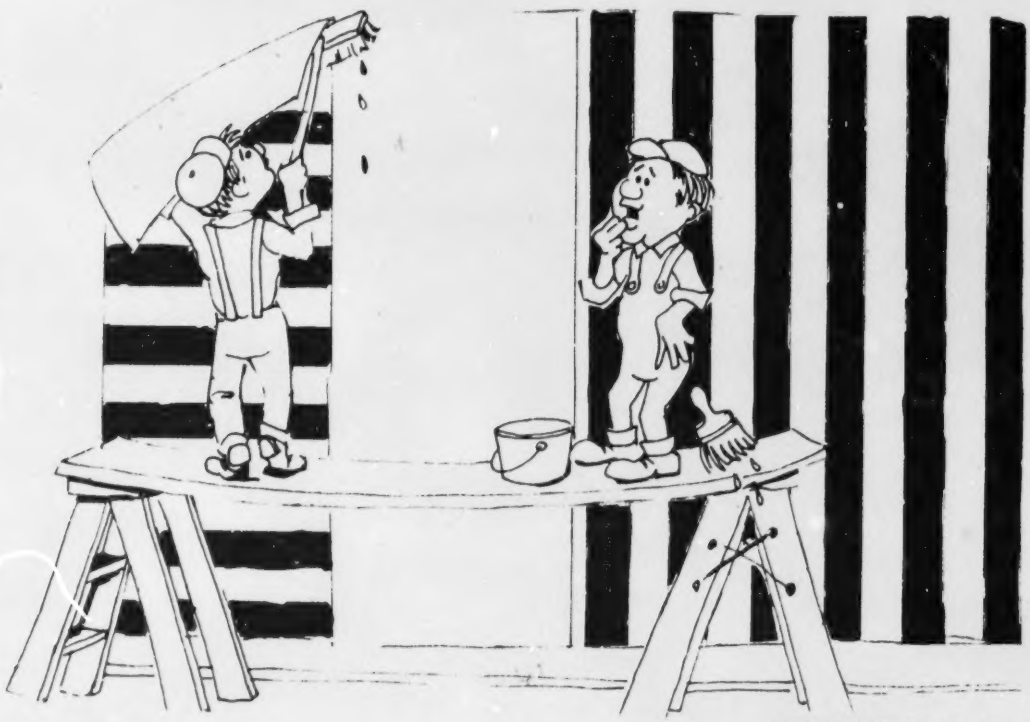
Mechanic

Plumber

Florist

Machine Operator

Engineer



Student Worksheet #17 Interest Areas

Decide whether each of your interests, listed on Worksheet #16, involves data, people, or things. Each of your interests may involve one, two or all of these. Then write each of your interests under one or more of the areas in Column I below. In Column II explain briefly how each of your interests involves data, people, or things.

Column I	Column II
INTERESTS INVOLVING DATA	What kinds of data are involved?
INTERESTS INVOLVING PEOPLE	How are people involved?
INTERESTS INVOLVING THINGS	What kinds of things are involved?

SESSION EIGHT

TOPIC: Self-Evaluation

OBJECTIVE: After completing a self-evaluation, students will examine themselves in relation to work situations and consider changes they may want to make in their behavior.

SURVIVAL SKILLS EMPHASIZED:

- Getting along with others
- Adjusting to work situations
- Working as a team member

IMPORTANCE: After examining their self concept, their way of seeing others, their beliefs and feelings, their values, and their interests, students are asked to look at themselves realistically in relation to the work situation. This session is meant to be a "wrap-up" session for the module.

MATERIALS AND EQUIPMENT:
Student Worksheet #18 - Self Evaluation
Student Worksheet #19 - Plan of Action

ACTIVITY: Self Evaluation

Distribute Student Worksheet #18 - Self Evaluation and have students rate themselves in all of the work-related categories. Ask students to be as honest and realistic as possible in their ratings.

FOLLOW-UP: After students finish their ratings, use the following statements to discuss the results:

- If you have a high percentage of responses in 4 and 5 ranges, you seem confident in your abilities you may wish to choose one or two areas in which to improve yourself.

- If you have a high percentage of items in the 3 range, you seem to lack confidence in yourself. You could probably benefit by making some changes.

- If you discover that a high percentage of your responses are in the 2 or 1 range, you may have identified some areas in which you need to make some changes and improvements.

- Examine your worksheet for any patterns in your responses. What can you learn from the patterns?

- What area do you think needs the most change or improvement? What changes do you think would be of greatest benefit to you in a work situation?

ACTIVITY: Plan of Action

Distribute Student Worksheet #19 - Plan of Action. Remind students to be specific in their plans, stating exactly what they can do and how they can do it.

FOLLOW-UP Discuss students' reactions to the activity by asking for comments and by using the following questions:

- How will your proposed plan of action benefit you in a work situation?

- How will your proposed plan of action improve your value to an employer?

- Is your plan of action realistic?

- How might you insure that you follow through on your plans, rather than put them off or forget about them?

Student Worksheet #18 Self Evaluation

Work Skills

How would you rate your skills to get along well in an organization? Below are nine skills that help workers to be effective working in an organization. Check the column that most accurately describes the level of your skill.

5 = Excellent 4 = Good 3 = Average

2 = Below Average 1 = Need Improvement

WORK SKILLS	5	4	3	2	1
1. Getting along and working well with others					
2. Completing work assigned to me					
3. Making independent decisions					
4. Adjusting to changes					
5. Accepting the authority of others					
6. Working as a member of a team					
7. Working without close supervision					
8. Working under pressure when necessary					
9. Following instructions					

I feel my two greatest strengths are:

1.
2.

Two areas that I need to improve most are:

1.
2.

5 = Definitely 4 = Probably 3 = Maybe

2 = Probably Not 1 = Definitely Not

CAREER EXPECTATIONS	5	4	3	2	1
1. Are my career expectations in line with my present abilities and achievements?					
2. Do I have skills that will be useful both now and in the future?					
3. Do my career goals relate closely to my personal needs?					
4. Does my future career allow a balance between family life, personal interests, and expectations of others?					
5. Can I reasonably expect advancement in my chosen career?					
6. Can I make opportunities for myself in my chosen career by working hard and selling myself?					
7. Do I know how to see and take advantage of career opportunities as they develop through job assignments, special projects, etc.?					
8. Do I know how to adjust to crisis situations relating to a job, such as cutbacks, layoffs, etc.?					
9. Do I know how to anticipate crisis situations that may arise during organizational changes, etc., and to avoid them or minimize their effect on me?					

Looking at my future in the world of work, I would say that my two strongest points are:

1.
2.

The two career areas which I most need to improve are:

1.
2.

5 = Definitely 4 = Probably 3 = Maybe

2 = Probably Not 1 = Definitely Not

PERSONAL SKILLS	5	4	3	2	1
1. Can I adjust to new situations without giving up good aspects of the old?					
2. Can I take the position of a follower or a leader, depending on the situation?					
3. Do I plan things well, yet act promptly and effectively?					
4. Can I be friendly and outgoing or quiet and even withdrawn when necessary?					
5. Do I have balance between freely expressing my feelings and acting completely unfeeling?					
6. Am I neither overly dependent on others nor rebelliously independent?					
7. Can I accept rules and the goals of others, yet exercise initiative for my own goals?					
8. Am I neither too tense nor too relaxed in a work situation?					
9. Do I use my time and energy so that I can get work finished, yet have time and energy left for recreation and other nonwork activities?					
10. Do I try to "look on the bright side," yet recognize possible problems?					

In terms of my personal traits, I feel my two strongest points are:

1.
2.

The areas in which I need the most improvement are:

1.
2.

Student Worksheet #19 Plan of Action

Now that you have completed your self-evaluation, you are ready to develop a plan for making needed changes and improvements. Using your responses to Worksheet #18 as a guide, respond to the following questions. Write down specific plans. State exactly what you can do and how you can do it.

Work Skills

1. How can I make the best possible use of my present work skills?

2. How can I improve my work skills?

Career Expectations

1. What can I do in the next year to prepare for my future career?

2. Who will I need to help me to prepare for my career?

3. What information will I need when preparing for my career?

Personal Skills

1. How can I make the most of my strongest personal skills?

2. How can I improve my weaker personal skills?

What can I do this week to begin carrying out my plan of action?

Resources for Teachers

BOOKS, ARTICLES, AND ACTIVITIES

Baltus, Rita K., *Personal Psychology for Life and Work*, McGraw-Hill, Book Company, New York, 1976, 284 pages.

Soft-bound text designed to enrich the perspective of vocational and technical students through sociology and psychology. Units cover: The Changing World, Motivation: Needs and Wants; Senses and Perception; Values, Attitudes and Habits; Self-Identity and Personality; Maturity; Health and Physical Fitness; Emotions; Thinking and Problem Solving; Adjustment and Defensive Behavior; Mental Health; Family Relationship; Social Experiences; Civic Participation and Group Involvement; Success and Failure.

Curwin, Richard L. and Geri Curwin, *Developing Individual Values in the Classroom*, (Learning Handbook), Education Today Company, Inc., Palo Alto, California, 1974.

"A practical approach to help students understand who they are, who they would like to be, and how to become more like their ideal selves. It provides down-to-earth activities, teaching strategies and procedures to help teachers develop students' values. Includes games and other self-diagnosing projects to help students examine their lives, feelings, experiences and goals, and ideas and activities for building trust and self-respect.

How to Understand Yourself, a Scriptographic Booklet. Channing L. Bete, Co., Inc., Greenfield, Mass., 1977.

One of a series of six illustrated booklets for use in values education. The publishers suggest four possible uses for the "scriptographic" booklets: (1) for previewing material prior to presenting it in more detail, (2) as a reference tool for students, (3) tutoring of students who have been absent or are having difficulty with material, and (4) for reviewing material covered in another text. Written in a humorous, lively, easy to read style.

Phillips, Paul L., and Cordell, Franklin D., *Am I OK?*, Argus Communications, Niles, Illinois, 1975.

Uses concepts of transactional analysis to explain people's basic needs and interpersonal relationships. Contains exercises for developing self awareness and self evaluation.

Your Attitude and You, a Scriptographic Booklet. Channing L. Bete, Co., Inc., Greenfield, Mass., 1977.

A fifteen page booklet that compares positive and negative attitudes, and outlines ways to develop a positive attitude. One of six illustrated booklets for use in values education. Written in a humorous, easy to read style.

AUDIO VISUAL RESOURCES

The Adolescent Experience: Developing Values, Guidance Associates, 757 Third Avenue, New York, N.Y. 10017.

A set of two filmstrips with long-playing records or cassettes and a discussion guide. Open-ended dramatization designed to stimulate group involvement in decisions which reflect conflicting values. Key value-forming experiences are traced in relation to the home, peer interactions, religious background, and school life.

Career Values: What Really Matters to You?, Guidance Associates, 757 Third Avenue, New York, N.Y. 10017.

A set of five filmstrips with long-playing records or cassettes. Part I: Identifying Values. Portrays values classification as a key to job satisfaction; aims to help students learn to recognize, rank and rerank career-related values. Part II: Chance Taking. John and Tom discuss forming a business; students are encouraged to identify with John's independence, Tom's desire for security. Part III: Work Environment. Students contrast Patty's structured office with Betsy's small informal workplace. Part IV: Personal Commitment. Young people compare Ed's storefront legal work with Wallace's career in a large law firm. Part V: Time. Students relate to artist Carol's hectic freelance schedule to Joe's 9 to 5 day in a design studio.

Guidance for the Seventies: Self Esteem, available from the Audio Visual Service, University of Illinois, Urbana, IL 61801. Request film number 53764. (18 minutes)

Young adults with two well trained guides examine the origins of self esteem and the things which threaten it. "What really determines your behavior is what you are saying to yourself about you." Realizing this, they try to identify what the nature of this "input" really is for each of them, and to make it more encouraging.

Your Personality: The You Others Know, Guidance Associates, 757 Third Avenue, New York, N.Y. 10017.

A set of two filmstrips with long-playing records or cassettes and discussion guide. The program describes personality as distinct from character; discusses positive and negative personality traits; stresses the importance of working for self-discovery, and remaining open to diversity in others.